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The Classical Weekly

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NORTHUMBERLAND AND DURHAM CLASSICAL ASSOCIATION

Through the kindness of Professor J. Wight Duff, of Armstrong College, Newcastle-upon-Tyne, England, author of that admirable book, *A Literary History of Rome*, I have received a copy of a pamphlet entitled *The First Ten Years' Work of the Northumberland and Durham Classical Association* (32 pages).

The Association was formed on December 14, 1912, in Armstrong College, Newcastle-upon-Tyne. The Bishop of Durham (Dr. H. C. G. Moule) was elected President, and held that office until his death in 1920. Since March, 1921, Professor Duff has been President. Among the members of the Association have been Dr. F. B. Jevons and Professor F. Haverfield, of Oxford, author of various books or articles dealing with the Roman occupation of Britain.

On pages 3-30, I find a Summary of Papers and Discussions. On pages 31-32 there is an alphabetical list of Readers of Papers and Openers of Discussions.

The Association seems to hold four or five meetings within the period of our College year.

The Summary of Papers contains most interesting matter, and affords the strongest possible testimony to the vitality and value of the Association. I note with deep interest two things: (1) pedagogical papers play but a small rôle; (2) a good many persons took part in the discussions of the papers, and they frequently made contributions of value. I infer that "Openers of Discussions" were appointed in advance; if so, the experiment was more successful than like attempts have been in this country.

I am informed that the pamphlet is obtainable from the booksellers, at 1 sh., 6 d.

A partial list of the papers is as follows:

The Autobiography of Libanius the Sophist, Sir W. H. Hadow; The Methods and Aims of Modern Archaeology, Mr. Maurice Thompson; The *Ora* Teaching of Latin, Mr. J. J. R. Bridge; Chivalry of Vergil, R. S. Conway; Fate and Free Will in Greek and Roman Poetry, W. R. Hardie; Phaedrus, the Fabulist of Rome, J. Wight Duff; The Classics as an Influence in Education and a Delight in Life, The Bishop of Durham; A Medieval Terence: Hrosvitha, Dr. H. K. Mann; Methods of Teaching Latin, A Discussion; Velleius Paterculus, J. Wight Duff; Sophists and Sophistry, Miss C. M. Shipley; Some Points in the Stoic Theory of Knowledge, T. Love-day; St. Augustine's *De Civitate Dei*, The Dean of Durham, Bishop Welldon; The Glory of the Latin Language, Canon Cruikshank; The Realism of Aristotle, R. B. Hepple; Pastoral and Allegory, with Special Reference to Virgil's Eclogues, J. S. Phillimore; The Dramatic Art of Menander, William G. Waddell; Impressions Regarding Classics in American Education, Thomas H. Billings; Excavations at Binchester (Vinovia), R. Bousfield.

Here surely is an array of topics of which any Classical Association—even a national Classical Association—might well be proud.

I append quotations from the accounts of various papers. Naturally, I quote from the less technical papers.

(1) Excavations at Binchester, R. Bousfield (17).

... The earliest Roman buildings at Binchester were erected 120-138. Roman camps varied much in size (Ardoch 130 acres, York 52, Binchester 5 or 6, and some less). A castellum of 3 acres would accommodate about 500 men. Turning to Binchester (Vinovia) itself, he spoke of Watling Street (which ran through it), and described the well, the wall, a culvert, and some buildings in the street, e. g., baths, hypocaust (one of the largest and best in Britain), flue-tiles, an inscribed votive-tablet (to Aesculapius), the inscribed altar (now in the Black Gate Museum, Newcastle). There had also been found much pottery, a triple vase, an engraved gem, and 336 coins (mostly bronze of the Constantine period, 305-306). A statue of Flora too was discovered.

(2) Methods of Teaching Latin (18).

Professor Duff began the discussion by summarizing returns which he had received from Schools in the Northeast District, concerning the use of the Direct Method. Of 98 Schools to which a questionnaire had been sent, 58 answered.

... In four cases the direct method was in use, in a more or less modified form; in 39 it was not in use, though a few had tried it and abandoned it; 15 used certain oral methods in an ancillary way. Dr. Duff read comments on the system, which may be broadly summarised thus: the method is recognised as stimulating interest in the young, but it needs much time, and the resulting vocabulary is deficient in literary quality; the personality of the teacher counts for much.

Mr. Widdows said he believed that Dr. Rouse's opinion was that pupils, after learning Latin on this method, needed six months of special attention, on the *indirect* method, before they were ready for matriculation. He then commented on the method as illustrated in *Decem Fabulae* by Paine, Mainwaring and Ryles. Canon Cruikshank commented on *Primus Annus*, by Paine and Mainwaring, and on *Præceptor*, by Andrews. He thought the method better for modern languages; and regretted the neglect of grammatical teaching. Miss Taylor read notes on *Via Nova*, by Jones, who recommended, *inter alia*, learning passages by heart. She thought a picked class advisable. Mr. Pestle dealt with *First Latin Lessons*, published by Rivingtons. Some books he had seen were fundamentally on the indirect method, but were camouflaged. Dr. Hepple commented on Scott and Jones' *First Course and Second Course*. Finally Dr. Duff described Elsaesser's *Lingua Discito Lingua*; it was not for beginners, and was not entirely *direct*.

(3) The Glory of the Latin Language, Canon Cruikshank (24-25).

... Latin had a more familiar and human appeal than

Greek, its ways of thought being closer to our own. Plato, Aristotle, and the tragedians were more remote from us than Horace, Catullus, Ovid, Livy or Cicero. The parentage of our own language—still more that of French, Italian and Spanish—is far more Latin than Greek. The extant Latin body of literature is more homogeneous than the Greek, and Latin has for centuries been a living tongue for scholars and churchmen. English political and historical problems are similar to Roman problems of government. As compared with the Romans the Greeks had something small and individualistic about them. True, the greatest Greeks were greater than any Romans; yet Latin literature as a whole breathes the ampler air of an imperial race, just as the Roman body politic has more solidarity than the Greek congeries of small states. The real and the ideal were more closely united in the Latin view than in the Greek. If one or the other had to go, Latin should be retained.

It is certainly refreshing to read such a vigorous presentation of the claims of Latin.

(4) Oral Teaching of Latin, J. J. R. Bridge (5).

... Change in methods of education was not necessarily betterment, and the would-be reformer should remember that the present is the legatee of the past, the trustee of the future. Classics after being dominant for five centuries fell before Science, which in turn was succeeded by (the monster) General Education. There were now signs of a revived interest in Classics. To help this, it is best to state clearly (1) that the amount of Latin obtainable in a general education is no key to Latin literature for the average boy; (2) that no classical education is possible without Greek. He touched on the Frankfurt system and other reformed methods of teaching, e. g., the combining of text and grammar with oral exercises, the teaching of grammar as concrete and not abstract, the advantages of connected reading, of questions on subject matter. He emphasised the distinction between the oral and the direct methods: the oral method he thought fallacious because it sought to utilise a dead language (which we value for its literature) for the purpose of discussing inappropriate things (the doings of Suffragettes or of British workmen).

C. K.

THE HIGH SCHOOL LATIN COURSE¹

One of the most significant tendencies of our modern world is the desire to weigh and measure progress, to test efficiency, and to examine, scientifically or otherwise, the motives, aims, and goals of human endeavor. This is a hopeful sign of the times if the investigators enter upon their studies with open, unprejudiced, minds. Education in general has felt the influence of this spirit, and each year adds some new method of testing the efficiency of our work. The Classical Investigation in particular gives evidence of the good faith of the classical teachers of the country, because it shows their purpose to find out what is best for them to teach and how they may teach this most effectively.

On every side one hears the question What is the matter with Latin? Various answers are given, but those who reply seem to agree only in the feeling that something is the matter. Every one, whether an educator, or only an interested observer, has his own

panacea. Many have felt that some changes in our course of study are demanded by the present situation, and we are met to-day ourselves to consider what changes—if any—we should like to make in the Latin curriculum.

Let us examine some of our modern problems to see what has brought about the feeling that some change is advisable.

One outstanding problem lies in the fact that our pupils no longer are the sons and the daughters of educated parents only, with culture and refinement in their homes, and with a broad background furnished by their homes for further education in the School. It is, indeed, one of the glories of our democracy that equal opportunities of education are offered to all—to rich and to poor, to American-born and to those of foreign parentage. Yet, through the addition to the higher Schools of classes of society never before found in those Schools, the last ten or fifteen years have seen not only the lowering of the average mental equipment of our High School Freshmen, but even the lowering of their average mental ability. How many men have we ourselves heard say, 'I had no chance to go to School when I was a boy, and I shall leave nothing undone in the way of giving to my children the opportunities I never had'. This is a laudable ambition, but the children of such fathers often set up serious problems in the School. Again, children who hear no English in their homes, or at best only very faulty English, who have no access to books or magazines, who receive no encouragement in their homes to read anything of value have been expected to complete the same amount of work with the same success which was possible when the children of the higher Schools all came from cultured homes.

Another problem—or, perhaps we should say, a corollary of the problem already considered—is the overcrowding of our classes. In many places School buildings and School equipment were outgrown long ago, and additional facilities have been far too slowly secured. Money for increasing the teaching force has not been available, and, as a consequence, the individual instructor has had too many students in his classes to give them really adequate instruction.

Then, too, with the increased number of subjects offered, the teacher is apt to occupy not the chair of Latin, but a whole settee of subjects. Recently, in inquiring into the Latin situation in one of the Eastern States, I found that in some Schools Latin was, indeed, offered, but it was not always easy to find a teacher accommodating enough to add Latin to her schedule. Sometimes the latest comer, possibly a totally inexperienced teacher, was required to teach Latin. In such cases, where the teacher's chief interest is along some other line, it is not strange that the Latin classes are considered dull and uninteresting by teacher and pupil alike. Under such conditions there can be no effective teaching. But the fault is not with Latin, as Latin.

These are problems known to us all. What is the solution of them? Is there any one solution? Will

¹This paper was read at the Fourth Annual Fall Meeting of The Classical Association of the Atlantic States, held at Wilmington, Delaware, December 2, 1922. For this meeting see THE CLASSICAL WEEKLY 16. 89-91.

a change in the Latin course in the Schools meet the situation? If those who advocate change in the Latin course mean by 'change' reduction of the amount of reading, they are advocating a compromise with bad conditions which, in my judgment, is beneath any teacher with high ideals. If the amount of reading to be covered were to be reduced by fifty per cent, would there not still be pupils who could not succeed? There is an insistent demand on the part of educators, based, they assure us, on sound pedagogical principles, that only a very small percentage of pupils shall be allowed to fail. Yet we all know that in large groups, made up of children from all classes of society and from all races, with all degrees of mental ability and attainment, there must be a large percentage of pupils who will fall below any respectable standard. In our insistence that the pupils must be promoted or the teacher has failed, we have sometimes allowed children who might have done good work at a slower rate of speed to be hurried along until their only possible course was to drop out of School, disheartened, and we have run the risk of lowering our standards of scholarship to the capacities of the dullard. As one teacher recently stated it,

We are receiving from the grades some pupils with the intelligence only of a high grade moron. Is it fair to reduce our standards until these pupils can succeed, and thus give our graduates and prospective College students only the training which a high grade moron is capable of receiving?

We hear much nowadays of the evils of retardation. But, in our anxiety not to retard the very slow pupil who is not capable of much academic education, have we not been guilty of retarding our superior students? And yet these are our leaders of the future—our statesmen, our educators.

It seems to me that the first thing to consider is not how we can bring our course down to fit our slowest pupils, but how we can best meet the needs of all pupils. Until we recognize, not merely in the classroom, but also in the organization of our Schools, the individual differences in mental ability, we can never hope to educate adequately our boys and our girls.

I have been much interested in a report made in 1921 concerning Indiana High Schools. All the Seniors in every High School in that State were required to take a test which was intended to measure their native mental endowment. Not only was there the greatest difference between individuals in the same School, but different Schools of the same city under the same supervision sometimes varied so greatly that the very poorest students of one High School were equal mentally to the very best students of another High School. Their mental heritage apparently had varied as much as their home environment. And yet we have been expected, by School authorities, to try to train all students in the same way, by the same course!

No physician applies a remedy before he has made a diagnosis. The only sane plan, therefore, it seems to me, is to ask every student who enters the High School to take an intelligence test, or a series of such tests, which will enable us to divide the Freshmen into groups

according to native ability. In point of fact, no tests yet prepared are adequate, fully, for such a purpose. Yet the tests in use are of value in helping us to determine what pupils are capable of rapid or intensive study, and what pupils can hardly be expected to do more than a low grade of work. Even such a test will not always enable us to predict what a boy or a girl will do with mediocre ability but unlimited ambition, and some errors are sure to occur. But adjustments can always be made, and no better way of dividing students has yet been devised.

In the beginning Latin classes three groups should be formed, whose training will be somewhat different. After the first year, two groups, probably, will suffice, for, as is well known, pupils of inferior ability tend to leave School after a year or two. Even these, however, will be encouraged to remain longer if they have set before them a goal which they can reach without the disheartening realization that they can never hope for success in terms of the attainment of the best of the class. It is the attempt to hurry the dullards along, the mistaken kindness of passing them on beyond the place to which their achievement would naturally advance them, that has caused many a man to say, 'I never got much out of School'.

The superior students, thus relieved of the boredom of drill and explanation repeated over and over for the benefit of the weaker pupils, but utterly unnecessary for the better part of the class, will have a keener interest in their work and will not have the opportunity to fall into bad habits of idleness and into a satisfaction with results that are far below their possibility of achievement.

The division I am advocating is entirely possible in large Schools. It may take a few more teachers in order that complications arising from similar division in other subjects may be provided for. But, if Boards of Education can be made to see that this extra expenditure means real economy of effort and a real increase in effectiveness in the education of our boys and our girls, and so, in the end, real financial economy, we need not fear their decision with respect to the appointment of the additional needed teachers. In smaller Schools a simpler division would be possible, while in Schools having only a few Latin pupils the teacher is not prevented by sheer numbers from giving to the pupils the personal attention which would bring about results comparable to those obtainable in larger Schools whose pupils are divided according to their ability.

Supposing, then, that this division according to mental ability is an administrative problem which has been solved by those in authority, we pass on to ask, What shall teachers of Latin do with the Latin course? Diminish the amount of Latin offered? Not at all. The present demands of the College Entrance Examination Board are elastic enough to give the teacher freedom to meet any difficulty that may arise. I am not, however, pleading for four books of Caesar, six orations of Cicero, and six books of Vergil according to the traditional course. The freedom permitted under the present regulations gives abundant opportunity for

enriching the course and acquainting the students with classical lore without acceptance of the theory that what have been commonly regarded by teachers of Latin as the by-products of the Latin course constitute all that is really of value in the course.

In arranging a proposed course of study I have had two basic ideas in mind. First, I am convinced that Professor Stratton is right when he says, in his recent book, *Developing Mental Power*², that there is a transfer of training from one realm to another—that training in a standard subject like Latin produces habits of thought, ideals of workmanship, and increased power to grapple with new problems. I am consciously trying to formulate a plan which shall produce the best general training as well as specific knowledge.

Secondly, while I believe thoroughly in making the course as interesting and as rich in content as possible, I do not forget that Latin is and must continue to be a study requiring hard, concentrated work. And so, while human nature remains human nature, pupils permitted to select their studies under a free elective system will avoid the more difficult, more abstract studies for the easier subjects. No change in the Latin course will enable Latin to vie in popularity with Public Speaking or with Spanish. I have no defence for any scheme that would substitute interesting information for hard work. But that hard work must contribute to a cultural end worthy of the student's best effort.

Then, to be concrete, I should like to indicate what seems to me to be a perfectly feasible course of study for the ordinary High School, with pupils divided into groups, as suggested above, according to their mental ability.

The accelerated group would study some standard first year Latin book which would give the students not only training in paradigms and in grammar, but also considerable experience in translation. The new books contain a large number of stories of mythological characters or incidents in Roman history which are interesting or valuable in themselves. The superior students should be able to read easily such material as is found in *Fabulae Faciles*, *Viri Romae*, and similar books. There are various Latin plays simple enough for beginners which offer not only dramatic interest but also knowledge of Roman life. The pictures of writing materials, weapons, clothing, Roman houses, et cetera, found in the elementary Latin books, offer points of departure for interesting excursions into Roman customs. Pictures from other sources, such as Pompeii, open up other important and interesting fields.

To a wideawake student the study of English derivatives is fascinating, especially in the first year of his work in Latin. But, while I feel this to be a very important part of the work of the first year, I should not emphasize it to the point where the real goal, the learning of the technique of a new language, becomes a secondary aim. The pupils of the first year are so eager and responsive that a superior group, when led by

a stimulating teacher, will be able to accomplish an astonishing amount.

In the second year opportunity should be given for a review of the forms and the principles studied in the first year, and for a large amount of translation. There are several Second Year Latin Books now available which lend themselves to the varying needs of the second year classes. The book which we have introduced this year into our School contains such stories as can easily be read by a class even after the first summer vacation has taken away a disheartening amount of information which the pupils possessed in June. Then follows a series of grammar lessons which remove the necessity of spending half of a Caesar period in explaining new constructions. There are various mythological stories, accounts of Roman kings and heroes, and brief biographies of the greatest figures in Roman history. The first book of the *De Bello Gallico*, purged of its long paragraphs of Indirect Discourse, concludes the Latin text. The book gives more material than the usual four books of Caesar, and is accepted by many Colleges in place of the traditional course. I prefer, however, to make selections according to the needs and the abilities of the class, and, while taking advantage of the careful gradation of difficulties and the great interest and educational value of the stories, to use the book to bridge the gap between elementary Latin and Caesar. With an accelerated group of students one should be able to read in the second year two or three books of Caesar after the pupils have surmounted difficulties of constructions and have gained facility in translation through the use of the Junior Latin Book. Pupils who have gained a feeling of mastery over the language will derive a real satisfaction from the completion of two years thus arranged.

It is not at all unusual to hear students who are reading according to the plan outlined above say, 'Latin is my favorite study, for I like to read about Perseus, Romulus, and Caesar'. The personality of the great leader becomes a vital personality through the pages of the Commentaries, when the difficulties of the technique of the language do not cloud the student's vision. And, surely, no student with a keen intellect could fail to enjoy the glory of Caesar's campaigns when the memory of the Marne and of the Argonne Forest is so fresh in his mind. If the teacher, using the latitude permitted under the requirements of the College Entrance Examination Board, makes judicious selections from all the books of the *De Bello Gallico*, instead of reading Books 1-4 as a whole, in sequence, the incidents with their really dramatic interest will not fail to appeal to the normal boy or girl. When Caesar is considered uninteresting, there is evidence of an unprepared pupil, or of an uninspired and uninspiring teacher—or of both. As has been well said, "A teacher who can make Caesar uninteresting can make anything uninteresting".

This first group of students will hardly be content with translating six orations of Cicero in the third year. Selections from Sallust, Catilina, shed added light upon the invectives of Cicero, while greater hu-

²Published by Houghton Mifflin Company (1922). See pages 7-17 in particular, and the rest of the book *passim*.

man interest gathers around the figure of the great orator through his personal letters. The everyday life of the Romans is found more clearly depicted in some of the orations other than those usually studied in the Schools. The teacher of initiative is no longer confined to the so-called Catilinarian Orations, but goes far afield.

In the fourth year, too, a superior group could read not merely the prescribed number of lines of poetry. The utmost liberty is given to the teacher in the choice of reading to be done. Yet who would ask to omit Aeneid I or Aeneid 4? Or who could withstand the charm of Aeneid 6? Still, it is with real delight that, following the suggestion of the College Entrance Examination Board, we turn to the pages of Ovid. What class of even mediocr ability could fail to be fascinated by the graceful wit and the delicate charm of Ovid's tales? Students of superior ability will find it possible to read far more than is prescribed, for they particularly enjoy the translation of Ovid at sight. A class of this kind is ready to appreciate the literary excellence of such poets as Vergil and Ovid, and, especially after making the acquaintance of Ovid, to turn back to Vergil to be delighted anew with the nobility of his thought and the dignity of his style. With such a group it would be possible to do far more along the line of English literature, as the students learn to see for themselves the great debt we owe to the great classic models.

Is this a Utopian plan? I think not. We have all, probably, at some time, had the pleasure of teaching an unusually good class whose interest reached out far beyond the usual confines of the Latin course. As Dr. Lodge says³,

... The real point is what the subject offers, not what the pupil gets. In high school, as afterwards in college, a sumptuous repast is spread; what the guest eats will depend upon his appetite, his capacity and his will. The real standard of measurement is what the master mind gets, for in the last analysis the progress of the master mind is the progress of the race; the master mind sets the pace, the mass must gradually work up to it. A subject that does not offer much more than the average pupil obtains can never serve as a stimulus to the unusual one.

The second division of pupils according to native ability is the group made up of average pupils. These students should be led as far as possible in the steps of the first division, and should be given all of the power over the language, the acquaintance with Latin civilization, and the appreciation of what is best in Roman life and thought that they are capable of receiving. Some of these average students will drop out, some will join the third group, but some, who have never been really awake, mentally, will suddenly find their interests and abilities growing up to the measure of those of the first group. The only difference in their training will be that they can read less, and can take fewer excursions away from the beaten track. Since their minds are naturally less keen, their imaginations will

not go so far afield, and their interests will center more closely in the thoughts upon the printed page. But even these average pupils can accomplish all that is outlined for them in the requirements of the College Entrance Examination Board.

But what of the third group? These constitute what I like to call 'Opportunity Classes'. Sometimes this poorest division is called, scornfully, the 'dummy class', and it is a kind of disgrace to be enrolled in its membership. I choose rather a name which should keep before the pupil the idea that in this class he is to have the opportunity to do all he shall prove able to do, without being censured for not doing what he is unable to do. It is because of these pupils, poorly endowed, lacking in ambition, ill-prepared, that the demand for a shortened Latin course has come. We may well ask, Should such pupils as these be allowed to determine the nature of the High School Course in Latin—or in any other subject?

Few, if any, of these boys and girls will ever go to College. They will, indeed, probably not remain long in High School. Should they be allowed to hamper, by their presence in a class, the progress of our potential intellectual leaders, and to lower the standards of our academic training? No. And yet, so long as they stay with us, they too are entitled to the best that is possible for them. It would, indeed, be wise for many who have a low intelligence quotient not to take Latin at all. Their short time in School could be used more wisely. But those who do study Latin must be carefully and patiently drilled in the rudiments of the language. But why should we be blind to the fact that in one year they can complete satisfactorily only half a year's work, and that, at the end of two years, if they remain so long, they have but completed the elementary or first year book? Yet, are they not the better for a knowledge of formal grammar which they never had before, and for an acquaintance with Roman customs and Roman history which our course has given them? They have added to their store of information much more than if they had been in a class with their mental superiors, staggering under the load of assignments beyond their power to master. They have not been discouraged by continuous failure and the necessity of repeating the course. They have not grown indolent and idle through the conviction that no effort on their part would accomplish results. If they should remain in School longer than two years and should continue to elect Latin, the same plan continued through the next year of the course would give them the same increased power and the same enrichment of knowledge, gained at a rate of speed normal to them. But experience with a plan similar to this seems to indicate that the 'opportunity' classes disband after a year or two, because the pupils are no longer in School. Is it not better for them not to hamper the progress of those who will finish the course?

While I realize that I have had nothing new to offer in this paper, I rejoice in that fact. For I have suggested no mere theory which will not work out in practice. The plan I have outlined has been tried, and

³In his paper, *A Reasonable Plea for the Classics*, printed originally in *Teachers College Record* 21 (November, 1920), reprinted and circulated as a pamphlet by the American Classical League (see page 19 of this pamphlet for the quotation given above).

with success. But, in carrying out the plan, we need greater facilities and equipment, and a larger corps of trained teachers. And, even more important than the increased equipment, and better than a complete training of the teacher, is the teacher's vision of the contribution which the past offers to the men—the leading men—of the future. For in the eyes of some student the teacher occupies unconsciously the "seat at the other end of the log". Through him and his knowledge, translated into terms of life and character, the student learns to appreciate the best that has been thought and said and done in the world. That this heritage of yesterday should be kept as a sacred trust for the men of to-morrow should be the cherished conviction of every teacher of the Classics, and every such teacher should do all that in him lies to make his pupils partakers of that heritage.

HIGH SCHOOL,
WILMINGTON, DELAWARE

CORA A. PICKETT

LATIN AN END IN ITSELF

In common, I suppose, with all other members of the Regional Committees of the Latin Investigation of the American Classical League, I find that my desk has long been weighted with the programs, tests, and records of the Investigation. The mere mass of these productions is portentous; to digest them is obviously beyond the capacity of any leisure save that afforded by holidays. Having, however, at last conscientiously applied myself to the study of these documents as a whole, I am venturing to take issue with Dr. Gray as to the entire tendency of the Investigation. In doing so, I shall perhaps express merely my own opinions, but I hope I shall at least encourage other teachers to expound from their various points of view their reason for what I believe to be a very widespread dissatisfaction with the methods and aims of Dr. Gray and his principal coadjutors.

In the first place, the study of Latin offers certain fundamental opportunities. The Latin language is the only adequate key to the literature and the civilization of ancient Rome. This literature and this civilization are supremely worth understanding, and this objective by itself justifies the study of Latin.

The same statements with the same justification might be made in regard to the study of any important modern language. Nothing, perhaps, is so enlarging to the imagination and the sympathy of an intelligent student as the successful effort to assimilate a literature and a culture other than his own. But when, as in the case of an ancient tongue, the scene of these activities is distant not only in space but in time from American life, and when, as with Latin, one must first surmount the barriers of a highly inflected language, the effort, though more rewarding, becomes proportionately harder. Dr. Gray is probably correct in believing that the full power of appreciating Latin of moderate difficulty can very rarely be attained by a student who has had only an average High School

course. Surely the same statement applies to High School Chemistry or French or History—, in fact to any subject studied by an immature pupil under an instructor of no more than ordinary ability.

But the first and most important step has been taken; the student has learned to make the transfer of imagination and sympathy, to look at the world for a little while through Roman eyes, to realize something of what the life of Rome has meant and will always mean to his own life. I am optimistic enough to believe that in every large class there are students who do not need the educational goad to drive them to Latin, who value their glimpse of ancient life and thought and continue in their private reading to enlarge their acquaintance with it.

Now, if we do not believe that this one objective is sufficient to justify us, then the sooner we abandon the study of Latin the better. No language can be taught successfully when the main aim is not an intelligent appreciation of the life to which it gives expression, but the endeavor, for example, to enlarge an English vocabulary, or to spell English words correctly. But, when once teacher and pupil have abandoned the attitude which constantly endeavors to justify the study of Latin by reference to valuable, but minor, by-products, and have opened their minds to perceive the beauty inherent in the language, then without the weighing of percentages or the counting of the 25,000 most important words, nay even without the intelligence test, we shall find the processes of comparison and analysis constantly at work. No intelligent lesson in Latin grammar can avoid constant reference to the student's own language, and not only English spelling but English pronunciation is constantly illumined thereby. Every Caesar assignment should leave in the student's imagination a sense of the vast Gallic wilderness where the elk and the bison roamed, of little Celtic settlements where later Rheims rose and Paris towered, of Romanized or half-Romanized towns, like Narbo, where the Greek and the Roman and the Phoenician trader were each contributing with the native Celt to the melting-pot that was to produce modern France.

With Vergil, of course, the possibilities are endless. Not even modern efficiency has been able to rob him of his charm—the charm which he possesses because he is a Latin poet with a music and a message which we cannot appreciate unless we approach him with that end, and that end primarily, in view.

The best method of improving the status of Latin lies, I am convinced, in the insistent demand for teachers with a broader basis of culture, a better training, and a wider sympathy for the language which it is their privilege to impart. They must not approach their task till they are thoroughly convinced of its importance, not as subsidiary to a better understanding of English, but in and for itself. Let us seek first the kingdom of Latin, and all the rest shall be added unto us.

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MARGARET C. WAITES

AUREUM LACUNAR¹

Readers of THE CLASSICAL WEEKLY who chance to pass up or down the east side of Madison Avenue, New York City, just north of the Biltmore Hotel, may be interested in a richly gilded Venetian ceiling, further adorned with such a wealth of Latin mottoes as has seldom been demanded in banking circles in New York. The American Bond and Mortgage Company, which lately took possession of its new building at 345 Madison Avenue, has reproduced more or less closely a great ceiling in the Palace of the Doges at Venice. The massive carved and gilded beams, already artificially aged, frame many panels of different sizes and shapes, all in Italian walnut. It is the intention of the architect, Mr. Howard Crane, to have the larger panels painted by competent painters. The smaller panels, thirty in number, bear Latin inscriptions in large Roman letters.

It was especially desired that certain familiar English maxims commending thrift, industry, and the like should find their place in a scheme of decoration with which Latin would appear much more in harmony. Thus Bacon and Shakespeare, Burke and Franklin, Tolstoi and Roosevelt have been invited to clothe themselves in a garb more ancient and at the same time more abbreviated. Of the closeness of the fit it will be for the scholarly visitor to judge.

Do not squander time, for that is the stuff life is made of (Franklin): *Tempori parce, quo textitur vita.*

Remember that time is money (Franklin): *Memento tempus pro argento esse.*

Thrift is common sense applied to spending (Roosevelt): *Impendentis prudentia frugalitas est.*

What we have we prize not to the worth
Whiles we enjoy it.

(Shakespeare)

Dum fruimur, minoris facimus.

He that will not when he may,
When he would he shall have nay.

(Heywood)

*Quód licet nolénti
quód vólet haud licébit.*

The happiness of men consists in life; and life is in labor (Tolstoi): *In vita posita felicitas, in labore vita.*

A man may, if he knows not how to save as he gets, keep his nose to the grindstone (Franklin): *Qui parcere necsit, ei perpetuae angustiae.*

Provident fear is the mother of safety (Burke): *Prudenti salutis mater formido.*

Truth is communicated to men only by deeds of truth (Tolstoi): *Nisi vere vivendo non docentur vera.*

No pleasure is comparable to the standing upon the vantage-ground of truth (Bacon): *Nil dulcius est quam veritatis edita loca tenere.*

Of the mottoes taken directly from a classical source, or by slight adaptation, a few only may be quoted here.

Magnum vectigal parsimonia (Cicero, *Paradoxa* 6.49).

Largitio fundum non habet (after Cicero, *De Officiis* 2.55).

¹Professor Moore contributed this most interesting note at the request of the editors of THE CLASSICAL WEEKLY, who had heard that he had worked out the mottoes in question.

C. K.

Reditum frugalitas supplet (after Pliny, *Epp.* 2.4.3).
Liberalitatis fons frugalitas (after Pliny, *Epp.* 2.4.3).
Ut sementem feceris, ita metes (cited by Cicero, *De Oratore* 2.261).

Nullum temporis pretium (after Seneca, *De Brevitate Vitae* 8.1).

Laboribus omnia bona veneunt (after Epicharmus: see Xenophon, *Memorabilia* 2.1.20).

COLUMBIA UNIVERSITY

FRANK GARDNER MOORE

SOME ECHOES OF CICERO IN ENGLISH

(1) In Pepys's Diary, under date of June 13, 1662, is found the following glowing entry:

Up by 4 o'clock in the morning, and read Cicero's Second Oration against Catiline, which pleased me exceedingly; and more I discern therein than ever I thought was to be found in him; but I perceive it was my ignorance, and that he is as good a writer as ever I read in my life.

(2) Cicero's emphasis on the legitimate pursuit of Fame and the natural tendency of great men to patronize men of letters, as expressed in the *Oratio Pro Archia Poeta*, is followed in a passage in Sir Thomas Browne's *Religio Medici*, Part II, Section 2:

It is not mere Zeal to Learning, or Devotion to the Muses, that wiser Princes Patron the Arts, and carry an indulgent aspect unto Scholars; but a desire to have their names eternized by the memory of their writings, and a Fear of the revengeful Pen of succeeding ages; for these are the men, that, when they have played their parts, and had their *exits*, must step out and give the moral of their Scenes, and deliver unto Posterity an Inventory of their Virtues and Vices.

(3) Cicero, *Pro Marcello* 31, *Quae enim pertinacia quibusdam, eadem aliis constantia videri potest*, has been turned very neatly by Sir Thomas Browne, *Religio Medici*, 1.25, into "This is a vice in *them*, that were a virtue in *us*; for obstinacy in a bad Cause is but constancy in a good".

(4) In *Cat.* 2.1 Cicero says of Catiline, *Abiit, excessit, evasit, erupit*. So, in the last stanza of his curious, almost macaronic, poem called *Aestivation* ("An unpublished Poem, by my late Latin Tutor", who "read so much of that language, that his English half turned into it"), Oliver Wendell Holmes writes (*The Autocrat of the Breakfast Table*, Chapter XI):

Me wretched! Let me curr to quercine shades!
Effund your albid haunts, lactiferous maids!
O, might I vole to some umbrageous clump—
Depart,—be off,—excede,—evade,—erump!

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JOHN W. SPAETH, JR.

CLASSICAL ARTICLES IN NON-CLASSICAL PERIODICALS

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Art and Archaeology—Oct., Review, favorable, by R. V. D. Magoffin, of Frederik Poulsen, *Etruscan Tomb-Paintings: Their Subjects and Significance*, translated by Ingeborg Andersen.—Jan., *The Excavations of Carthage, 1921-1922*, Byron Khun de Prorok [the author is Director of the excavations at Carthage. There are eight illustrations]; Review, by

- E. T. Newell, of Charles T. Seltman, *The Temple Coins of Olympia*.
- High School Journal (University of North Carolina)—Dec., A Latin Form Test For Use in High School Classes, Lawrence L. Lohr [this is reprinted from *The High School Journal* for November-December, 1918].
- Historical Outlook—Nov., Review, favorable, by R.V. D. Magoffin, of George Willis Botsford, *Hellenic History*.
- The Independent—July 8, Lost at Sea, D. M. Robinson [a threnody, an elaboration of a Greek epitaph from Sinope, which is now in Constantinople. See, further, *The American Journal of Philology* 43:71-73, January, 1922].
- Journal of the New York State Teachers Association—Oct., Some Observations on the Teaching and Study of Greek and Latin, Philip B. Goetz.
- Littell's Living Age—Jan. 20, Ruin: A Word and a History [a discussion of the Latin word *ruina*]; High Finance in the Time of Caesar, George Brandes; Vesper Adest [a love poem], Laurence Housman.
- Metropolitan Museum of Art, Bulletin of—Dec., A Greek Akroterion, G. M. A. Richter [illustrated. It may be noted that Part II of this issue of the Bulletin contains an article, 53 pages long, concerning the Egyptian Expedition, 1921-1922].
- New Republic—Nov. 29, Review of Richard M. Gummere, Seneca The Philosopher and his Modern Message, and of Grant Showerman, Horace and His Influence, by Alvin Johnson [the review of Professor Gummere's book is adverse; that of Professor Showerman's discussion of Horace is highly favorable].
- New York Herald—Apr. 2, The Legacy of Greece, edited by R. W. Livingstone, reviewed by John Erskine [see *THE CLASSICAL WEEKLY* 16:39-40. Professor Erskine, who is Professor of English at Columbia University, and is himself "persuaded almost to fanaticism that the classical heritage is the most precious of our possessions in the realm of the spirit", praises this work as "written with much charm", and as containing "in a few hundred pages an amount of information that quite overwhelms by its range, its concreteness and its intrinsic interest", but he believes that "the book is as ineffective in its argument for the study of the classics as it is impressive in its summary of the Greek elements in modern culture"].
- Nineteenth Century—July, 1922, Science and Greek, Stewart A. McDowall [this article advocates the study of Greek as an offset to specialization in science, and discusses the importance of Greek literature to the student].
- School—August 31, 1922, Study of the Classics Finds Many Advocates. [This is referred to in *Current Educational Publications*, Bulletin of, 1922, No. 33, published by the United States Bureau of Education, which gives publications received by the Bureau up to September 1, 1922].
- School and Society—Nov. 11, Possible Transfer Value of the Study of Latin to English Vocabulary, Jacob S. Orleans.—Jan. 20, A Mathematician on the Present Status of the Formal Discipline Controversy, N. J. Lennes [a very important contribution to the subject]; The Influence of First-year Latin upon Range in English Vocabulary, E. L. Thorndike.—Feb. 3, Latin in the High School, Edith I. Newcomb [comments by Miss Newcomb on her paper in *Teachers College Record* for November, 1922. One paragraph of the comments is very well worth quoting:
- "The classical investigation is now engaged in measuring the amount of improvement in English due to the study of Latin. It will do well to remember that its findings will only show the result of the study of Latin under the present conditions of class teaching, with the present curriculum and the present teachers. They can in no degree either condemn or justify the study of Latin in general. It is to be hoped that the amount of improvement shown in each class will be interpreted in the light of facts concerning the methods of teaching, the size and homogeneity of the class, the text-books used, the qualifications and personality of the Latin teacher. This would make the investigation a most valuable contribution to the science of education"].
- The School Review—Sept., Using Home-Made Tests in High Schools, Lee Byrne [Mr. Byrne, now at the University of Iowa, in the Department of Education, was editor of the volume entitled *The Syntax of High School Latin*. On pages 542-546 of this present paper, there is a report of tests in what is called "First-Semester Latin", and "Sixth-Semester Latin"].—Nov., Review, very favorable, by H. B. Ash, of Harry Fletcher Scott, *First Latin Lessons*.
- Sewanee Review—Oct., Homeric Criticism, Samuel E. Bassett.
- Studies in Philology (University of North Carolina)—Oct., Plato's View of the Imagination, Murray W. Bundy; Some Remarks on Lucretius as Teacher, Charles Knapp; De Vita Juvenalis, Hubert McNeill Potat.
- Teachers College Record—May, 1922, A Suggested Curriculum in Latin for the Six-Year High School, Gonzalez Lodge [this is the paper Professor Lodge delivered at the meeting of the American Classical League, in July, 1921].—Nov., A Comparison of the Latin and Non-Latin Groups in High School, Edith I. Newcomb [a report on tests conducted as part of the Latin Investigation of the American Classical League]. C. K.

A NOTABLE PAGEANT IN

THE HIGH SCHOOL FOR GIRLS, PHILADELPHIA

One of the strongholds of the Classics in Philadelphia is the High School for Girls. This is due in part to the sympathetic and intelligent interest shown to our subject by successive principals, including notably the present, Dr. Lewis R. Harley; to the unusual esprit de corps of its Classical Department under the leadership of Miss Jessie E. Allen, and to the quality of its teaching. Local classicists, therefore, warmly congratulated the School upon its recent celebration of its seventy-fifth anniversary, by a pageant which introduced various episodes of its history, including its services in the War of the Rebellion and in the World War. The pageant was composed by Miss Helen Bailey. Under some initial direction of Dr. Edward Heffner, she secured material from the Penniman Memorial Library of Education with which to reconstruct a schoolroom scene of 1848. This was such a merry success as to constitute a valuable suggestion to Classical Clubs in search of a novel entertainment. There is an opportunity to contrast teaching at various epochs, and to indicate the progress that has been made between periods in our own history, or even between medieval and modern times.

Among the groups that represented the Philadelphia High School for Girls as it is to-day was the Classical Club of the School, which performed a colorful dance that suggested the stately circle dances of the modern Greeks, but also recalled one of Sir Frederick Leighton's paintings of Hellenic scenes, in that the young women tossed and bounced balls in time to the music.

WALTON BROOKS MCDANIEL